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Nontraditional Jobs: A Program Model

Boston: Nontraditional Occupations Program for Women

U.S. Department of Labor
Office of the Secretary
Women's Bureau

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Women in Nontraditional Jobs: A Program Model

Boston: Nontraditional Occupations Program for Women

U.S. Department of Labor
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1978

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NONTRADITIONAL OCCUPATIONS PROGRAM FOR WOMEN

Boston, Massachusetts

A Program Model

Training:	Classroom training and work experience in the building maintenance skilled trade areas	Staff:	5 full-time, 6 part-time
		Area:	Urban
Placement Goal:	99 low-income women	Funding Source:	CETA Title III (National Program for Selected Population Segments)
Budget:	$393,449 for FY '77 grant period		

I. OVERVIEW

The Nontraditional Occupations Program (NTO) is one of the 30 programs for women nationwide which was funded during FY '77 as a pilot effort under the Comprehensive Employment and Training Act (CETA) Title III (NPSPS). The object of these programs is to offer local CETA prime sponsors an opportunity to develop innovative approaches to the specific employment problems of certain designated target groups, in this case women. The Boston YWCA holds a subgrant agreement with the Boston CETA prime sponsor for operating the program.

NTO runs three times per year, with each program cycle consisting of 16 weeks, 40 hours per week. The central purpose of the project is to expand and improve the occupational options of low-income women by helping them to acquire confidence and competence in the skilled trade areas.

Each 16-week program is designed to provide: (a) classroom instruction in building maintenance skills; (b) supervised work experience in applying these skills at worksites heretofore primarily employing male workers; (c) physical fitness training to aid in performing the job-related tasks involved; (d) goal related counseling activities; and (e) a persuasion-advocacy model of job development and placement.

Building maintenance was selected during the planning stage of the project as the occupational focus because the skills involved have high transferability to other job fields. Within the context of building maintenance, participants perform entry-level tasks and use basic tools and equipment for the maintenance and repair of electrical machinery, construction carpentry, plastering, painting, and papering.

Classroom instruction and hands-on practice is supplemented by worksite experience. Participants work with experienced maintenance persons, observing as well as performing such tasks as repairing broken windows, patch-up plastering, replacing fuses, and monitoring heating and air conditioning equipment.

Program Components

The full-time training at the Nontraditional Occupations Program includes:

- 21 1/2 hours of orientation and information about nontraditional occupations;
- 80 hours of individual and group counseling including aid in goal setting and problem solving;

- 240 hours of classroom instruction, learning about and having hands-on experience in electricity/mechanics, construction carpentry, painting, plastering, and papering;

- 42 hours of occupational fitness training; for example, proper ways to push, pull, carry, and climb;

- 130 1/2 hours of worksite experience with maintenance supervisors in nearby buildings;

- 57 hours of job-finding assistance in filling out job applications, interviewing, and taking tests; and

- 39 hours of optional time.

Child care and transportation allowances are provided when necessary during the initial weeks, and a $2.56 per hour stipend is paid for a 40-hour week for 16 weeks.

Eligibility

To be eligible for the program, women must be 18 and over, meet CETA Title I eligibility standards, have a genuine interest in learning and utilizing nontraditional skills, and have no major physical disability.

Benefits

Although the object of the program is to help low-income women acquire marketable skills in fields traditionally open only to men, participants additionally learn about the local market and how to overcome problems encountered in male-dominated jobs. They also receive help finding jobs or locating opportunities for further job training.

During NTO's first 6 months of operation, an increase of 53 percent was experienced by the trainees in their wage earning capacity when comparing their last job before training to their job immediately after training. The average (mean) hourly salary earned by the women in their post-project nontraditional jobs was $4.43, which compares quite favorably to the average of $2.89 per hour earned in their most recent job.

As can be seen by Figure I, an increase in hourly wages shows up clearly when comparisons are made of the percentage of women at varying wage levels. For example, in their most recent job prior to enrollment in the project's training program, almost 4 out of 10 (38.1 percent) of the trainees earned less than $2.50 per hour. In marked contrast, none of the trainees earned wages at this low level in the post-project jobs. Similarly, 90.5 percent of the women earned less than $3.50 per hour in their most recent pre-project job, compared to only 23.8 percent of the trainees with similar earnings in their post-project jobs.

A comparison of jobs and wages held by the trainees before and after the project shows that in all except two instances the hourly wages increased considerably after training (see Figure II). The two cases where hourly wages dropped can be explained by an increase in overall salary. In the case of number 10, a busdriver who became a custodian, the number of hours worked per day would increase, thus enabling a greater weekly income. The paralegal who became a contract carpenter (number 17) achieved a greater growth potential by changing fields.

Figure I

AVERAGE HOURLY WAGES: BEFORE AND AFTER NTO PROJECT

	Most Recent Job Before Project		First Job After Project	
Average (Mean) Hourly Wage	$2.89		$4.43	
Range	$1.80-6.27		$2.60-7.57	
Hourly Wage	Number	Percentage	Number	Percentage
Over $7.50	0	0	2	9.5
6.51 - 7.50	0	0	0	0
5.51 - 6.50	1	4.8	1	4.8
4.51 - 5.50	0	0	7	33.3
3.51 - 4.50	1	4.8	6	28.6
2.51 - 3.50	11	52.4	5	23.8
Under 2.50	8	38.1	0	0
	21		21	

Figure II

JOBS OF TRAINEES PRIOR TO AND IMMEDIATELY AFTER THEIR INVOLVEMENT WITH NTO PROJECT

	BEFORE PROJECT		AFTER PROJECT	
1.	Cashier	$3.00	Building Maintenance Person	$3.75
2.	School Monitor	2.55	Carpenter Helper	4.25
3.	Kitchen Helper	1.80	Painter	2.60
4.	Claims Adjustor	3.50	Building Rehabilitation Trainee	4.79
5.	File Clerk	2.50	Custodian	4.62
6.	Food Packer	2.10	Building Maintenance Person	3.75
7.	Secretary	2.60	Welder Trainee	4.75
8.	Clerk	2.40	Maintenance Person	3.75
9.	Telephone Solicitor	2.90	Railroad Car Repairer	7.57
10.	Busdriver	6.17	Custodian	4.62
11.	Hospital Secretary	2.70	Building Maintenance Person	3.75
12.	Junior Clerk	3.12	Cashier	3.49
13.	Waitress-Cashier	2.30	Maintenance Person	3.25
14.	Hospital Diet Aide	2.40	Carpenter Helper	4.55
15.	Carpenter Assistant	3.00	Building Rehabilitation Trainee	4.79
16.	Factory Worker	2.40	Urban Agricultural Instructor	4.00
17.	Paralegal (Lawyer Assistant)	4.00	Contract Carpenter	3.75
18.	Nurse Aide	2.85	Janitor	4.62
19.	Recreation/Activities Coordinator	3.00	Railroad Car Repairer	7.57
20.	Handy Person	2.25	Building Maintenance Person	3.00
21.	Teacher Aide	3.00	Railroad Signal Person	6.39

II. PROGRAM COSTS AND ADMINISTRATION

Budget

Under a subgrant agreement, the CETA prime sponsor assures that CETA funds are being utilized in such a way as to meet both legal and performance requirements. According to CETA regulations, prime sponsors are as responsible for the performance of their subgrants and contracts as they are for the performance of their own grants.

When a program is under a subgrant agreement, as is the Nontraditional Occupations Program, funds are filtered in whole or in part to an autonomous local or State, public or private agency, separate from the prime sponsor, to carry out specific programs, services, or activities authorized under the CETA act. The NTO program, under the subgrant agreement between Boston CETA and the Boston YWCA, provides employment and training services to CETA eligible women. NTO occupies office and classroom space at the Boston YWCA and its contract covers the cost of this space.

NTO's modified operating budget for FY '77 can be used as a model for outlining projected expenses for similar programs (see Figure III).

Staff

There are five full-time and six part-time staff persons at NTO. The full-time staff members consist of the project developer, developer assistant, senior trainer, senior counselor, and assistant counselor. The part-time staff consists of four instructors who are paid on an hourly basis, a part-time evaluator who conducts research and assessment, and a part-time typist.

Each staff person has a specialized function and is an integral part of the program. When needed, one staff member may fill in for another, but for the most part each staff person is involved with the group of participants within the individual area of expertise. Figure IV depicts NTO's organization in terms of its staffing.

Project Developer

The project developer manages the entire project staff under the supervision of the Boston YWCA's executive director. She establishes and maintains working relationships with other CETA subcontractors, community agencies, women's groups, and other organizations for both participant recruitment and public relations, and acts as liaison to the advisory panel. She is responsible for all reporting procedures and forms concerning the CETA contract and sets guidelines for program development and curriculum. The project developer further is a resource for information about work and training. In this capacity she provides job development and assists in the placement of the participants.

A person filling the job of project developer should have extensive experience in planning, administering, and evaluating career related programs in services for adolescents and adults, especially women. In addition, the qualifications include experience in curriculum development, program planning and administration, proposal and report writing, management and supervision, and program evaluation.

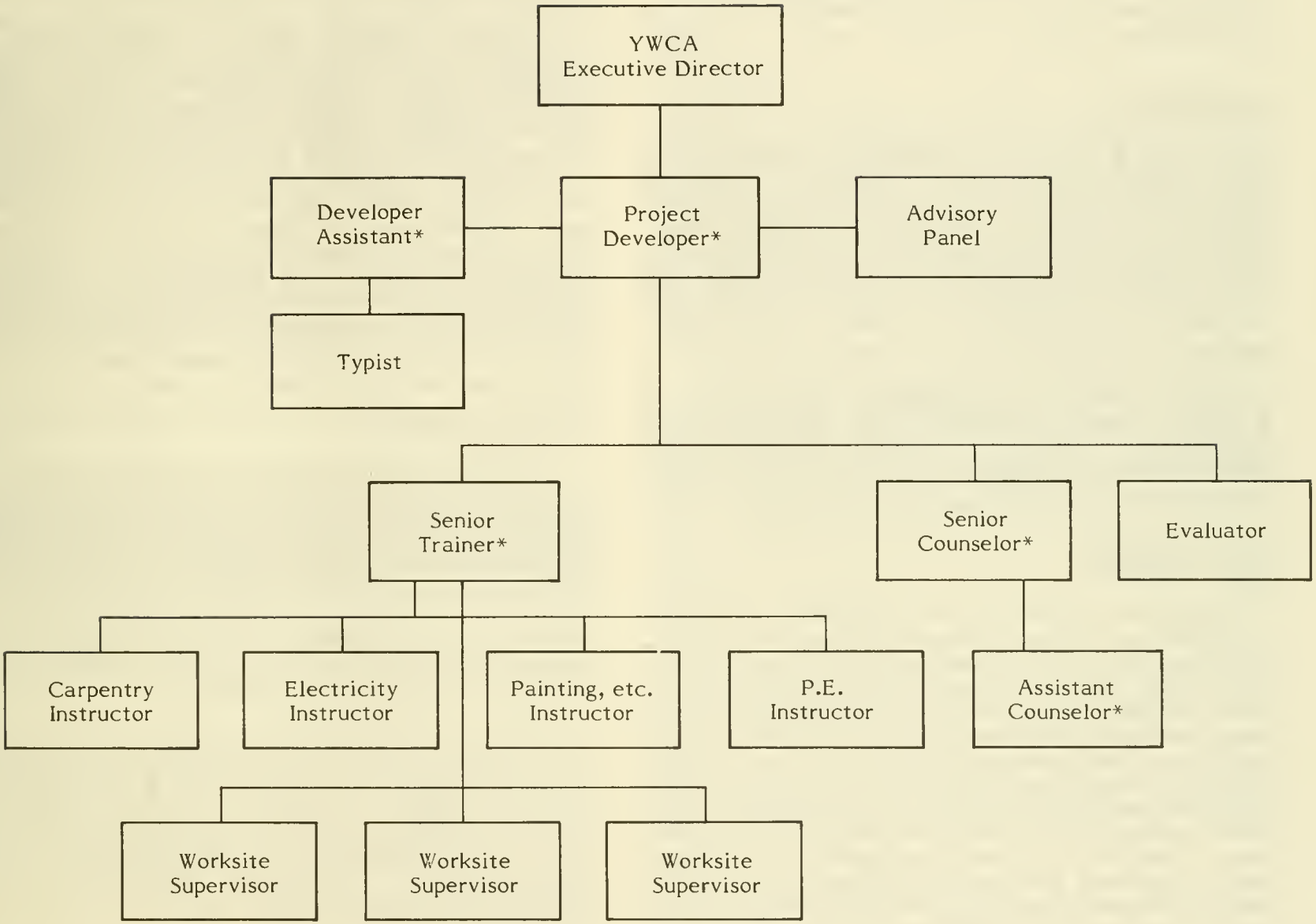
Assistant Developer

The assistant developer assists in the overall management of the project by systematically making contacts with representatives of business and industry, unions, local government, educational institutions, and community resources, and is responsible for answering inquiries and handling routine correspondence. The arrangements for pertinent meetings, workshops, and conferences are also managed by the assistant developer.

Figure III

I.	NTO (YWCA) Costs:		
	A. Personnel Services		$131,941
	1) Wages and Salaries	$121,241	
	2) Fringe Benefits .08%	9,700	
	3) Liability Insurance	1,000	
	B. Consultants (work experience trainers)		10,100
	C. Rentals (classrooms, orientation room, office space, gymnasium)		16,800
	D. Equipment, Tools and Supplies		15,782
	1) Instructional Supplies	11,020	
	2) Participants' Tools	3,762	
	3) Classroom Equipment	1,000	
	E. Office Expenses		6,800
	1) Equipment	1,800	
	2) Copying and Printing	1,500	
	3) Telephone	2,000	
	4) Postage	500	
	5) Transportation	1,000	
	F. Other Cost Items		21,483
	Total NTO (YWCA) Costs		$202,906
II.	Division of Employment Security Costs:		
	Allowances	147,952	
	Child Care Allowances	18,051	
	Transportation Allowances	1,881	
	Check Writing	1,680	
	DES Staff	2,750	
	Total DES Costs		172,314
III.	CETA Central Administration Costs		24,780
	TOTAL BUDGET COSTS		$400,000

Figure IV



*Full time

Qualifications for such a job include experience in assisting a director of a community-based, service-oriented program; experience in systematic data collection and recordkeeping; and good communications skills.

Senior Trainer

The senior trainer is responsible for designing and implementing the curriculum for introductory instruction and worksite experience in electricity, carpentry, and painting, plastering, and papering. She orients and supervises classroom and worksite performance with the trainees and provides special assistance with individual needs. The senior trainer further assists in orientation, assessment, counseling, and placement of trainees, and documents learning activities and trainee progress.

Qualifications for a senior trainer include experience as a teacher, trainer or craftsperson in the skilled trades; experience as supervisor of professional personnel; and ability to plan and implement learning exercises and hands-on activities.

Senior Counselor

The senior counselor provides supportive educational, vocational, and personal counseling to the participants as they plan, train for, and seek placement in nontraditional jobs. Duties and responsibilities include: in-depth interviews with participants for orientation, assessment, counseling, and placement; developing counseling contracts with participants and meeting regularly to review progress, identify problems, and plan solutions; and counseling individual participants and groups of participants. The senior counselor helps participants with self-assessment, career objectives, and other steps necessary for achievement of personal goals; helps participants identify and resolve in-the-home obstacles, including referrals to community agencies; helps participants with anxieties related to entering nontraditional jobs and male-dominated worksites; and prepares participants for placement interviews.

The senior counselor would be required to have an advanced degree in counseling, guidance, or social work and experience as an educational/vocational counselor, preferably in a community-based setting working with economically disadvantaged women; knowledge of techniques for dealing with and helping to resolve such personal and career-related problems and issues as training requirements, discrimination, child care, health and family concerns, personal fears and doubts, and experience in supervising counselors in service-oriented programs. The senior counselor also needs some experience in carrying out formative evaluation of counseling efforts, such as systematic data gathering, monitoring, and case study documentation.

Assistant Counselor

The assistant counselor assists the senior counselor in providing supportive educational, vocational, and personal counseling. This includes counseling individual participants and groups of participants; helping participants with self-assessment, career objectives, and other steps necessary for achievement of personal goals; helping participants to resolve anxieties related to entering nontraditional jobs and male-dominated worksites; preparing participants for conducting a job search; and collecting and summarizing data on trainees and the counseling efforts.

Qualifications for assistant counselor include a bachelor's degree, with some graduate credits in counseling, guidance, or social work; experience as an educational/vocational counselor, preferably in a community-based setting, working with economically disadvantaged women; experience in conducting group counseling sessions related to self-assessment, world of work information, and career planning; and some experience in case documentation, recordkeeping, and data analysis.

Instructors

A. Three instructors are on staff, representing each of the following areas: (1) electricity/mechanics, (2) painting/plastering/papering, and (3) carpentry. Instructors are required to teach introductory skills in their respective areas. They work closely with the senior trainer in identifying work tasks and necessary equipment for their area and in designing their course curriculum. They document trainee progress and work closely with the rest of the staff in identifying trainee/classroom problems.

An instructor would need a minimum of 5 years experience in the skill area, with the State license preferred; an awareness of trends and skill requirements of the current job market and the ability to incorporate them into course content; the willingness to give individualized instruction when needed; and good interpersonal skills and the ability to relate to trainees with varied backgrounds. Teaching experience is also preferred but not necessarily required.

B. A fourth instructor, also hired on an hourly basis, is responsible for a program in occupationally related physical fitness training. The purpose of this course is to improve the participants' stamina and muscle development for pushing and pulling, reaching and stooping and carrying heavy objects. In addition, the course offers techniques for keeping the body healthy.

Evaluator

The evaluator, also a part-time staff member, is responsible for designing and implementing evaluation activities. Duties consist of developing interview formats and other data collection instruments to be used during orientation, assessment, counseling, job placement, and followup; training staff in the use of interview formats and data collection instruments; analyzing and interpreting data regarding participant characteristics, program experiences, and project outcomes; and preparing periodic reports documenting research and evaluation efforts and results.

Qualifications for the job of evaluator include a degree in the Social Sciences, counseling, psychology or educational research and evaluation; experience in conducting evaluation for an ongoing social service program including service delivery to the disadvantaged population; and experience as a contributing member of a team providing helpful feedback to the decisionmaking process. Specialized training and program evaluation and experience in career development projects or manpower training are also preferred.

III. RECRUITMENT, INTAKE, ORIENTATION

Recruitment

The NTO program calls for three participant groups during the contract year composed of 30 to 40 women per group. Since Boston CETA is a large urban prime sponsor with 14 subcontracted neighborhood employment outreach centers located in strategic areas of the city, the main focus for recruitment efforts is aimed at these CETA Title I subcontractors.

NTO works with the subcontractor staffs, particularly the intake workers and the assessment counselors, to inform them of the nature and purpose of NTO. Program flyers have been designed for subcontractor staff to distribute to their clientele. These staff people also are invited to the NTO program for informal meetings to discuss the program, to meet NTO staff, and to inspect the occupational and physical fitness facilities. This provides assurance to NTO that the outreach workers are not only aware of the types of training being offered, but also of the variety of women who enroll in the project. NTO has found that some outreach workers still operate on the basis of job/sex stereotypes and that the more printed information and personal familiarity they have with the program, the more apt they are to match qualified applicants to the program.

In addition to the CETA outreach centers, NTO has opened referral lines with community agencies, churches, women's groups and other organizations with access to low-income women. Flyers, brochures, and posters are displayed in these community agencies. NTO has also sent mass mailings to local organizations, placed advertisements in the general help-wanted section of the Sunday newspapers, and conducted radio interviews on local stations.

Recruitment is performed over several months prior to the beginning of a new cycle. At the CETA outreach centers, CETA income eligibility is determined for applicants. Appointments then are made with CETA assessment centers where potential candidates are tested and told of all current CETA offerings. From the assessment centers, the applicant's folder is sent to the YWCA where candidates are oriented in small groups to the NTO program. Final verification of eligibility and determination of stipends is completed by the Division of Employment Security.

Intake

Intake interviews are held on an individual basis with the senior counselor or the assistant counselor. The interviews are scheduled during the four weeks prior to the upcoming program cycle, usually on the days of the week that the current cycle enrollees are out on worksites.

The intake interview lasts about 1 hour. The counselor summarizes the salient features of the program for the applicant, and identifies any obvious problems that might interfere with training. With the counselor, each applicant fills out an interview form that asks for basic personal information and prior job-related problems and preferences (see Appendix I).

In addition to meeting Boston CETA's Title I eligibility criteria (low-income resident of Boston), two other occupationally related requirements were added: (1) the ability to communicate in and understand English, as determined during the interview, and (2) freedom from any major physical disabilities (such as high blood pressure, slipped disc, or heart condition), as determined by a recent physical examination, or one that NTO will arrange at no cost to the applicant. Each applicant is required to take the Adult Basic Literacy Examination (ABLE) to ascertain reading levels, and to have a standard physical examination form filled out by a physician and sent to NTO.

Selections are made by the counselors, senior staff and the project developer. In addition to the criteria already

mentioned, decisions are based on the applicants' interest, attitudes about working full time in nontraditional fields, aptitudes and abilities, expectations about the program, prior work experience, and racial and ethnic characteristics similar to those of the target population.

During the second cycle of the FY '77 grant period, 150 women applied for the program; 40 were selected. For the first two cycles, the women trainees possessed characteristics seen in Figure V.

Figure V

TRAINEE CHARACTERISTICS

Age*

Participants ranged from 18 to 44 years old

38% under 26
53% 26 to 35
10% over 35

Education

29% less than 12th grade
41% 12th grade or GED
30% above 12th grade

Personal Responsibilities

58% heads of households
50% have children under 17
11% currently married

*Percentages rounded and may not total 100%.

Orientation

During orientation, the enrollees explore the various issues of nontraditional employment. In the first week, the trainees are introduced to the advantages and requirements of the skilled trades through informal discussions and the use of audiovisual and printed materials. Emphasis is placed on the transferability of building maintenance skills to a range of nontraditional training and job options. Participants are encouraged, from this point on, to consider further technical training, apprenticeships, and entry level positions in appliance repair departments or firms, utility companies and machine shops, as well as employment in the building maintenance field (see Appendix II for orientation schedule).

The first day, the focus is primarily on getting acquainted with the staff, each other, and the various components of the project. Most of the orientation, like the program itself, is conducted in small groups.

The project developer opens the morning session with an introduction of the staff. The executive director of the YWCA personally welcomes the new group and presents background information on how the Nontraditional Occupations Program came about.

A program overview then identifies the procedures, rules and regulations, and schedules of NTO for the enrollees. One interesting and functional rule of the project involves the use of a timeclock, with each enrollee being responsible for punching in. Trainees are docked if they are late, and tardiness is included in counting absence from the program.

The enrollees then sign up with the Division of Employment Security (DES) which will process their stipend checks. For convenience, DES performs this function at the NTO office.

Utilizing the "icebreaking" technique of introducing the person on one's right after talking to her for 5 minutes, the new enrollees become quickly acquainted with each other and with their own aspirations and apprehensions related to nontraditional employment. After this, the counselors provide a question and answer session on the counseling component of the program.

After lunch, the enrollees are divided into three groups to begin classroom training. Each group spends the remainder of the day being introduced to the tools of the trade and learning the rules and regulations of each classroom.

For the remaining four mornings, the participants perform tasks and engage in group discussions carefully designed to provide self-assessment and confidence building. Four orientation questionnaires, used in the formative evaluations of the project, are administered to derive initial attitudinal and emotional characteristics of the enrollees (see Appendix III). The purpose of this is to provide a baseline description of the trainees and also to eventually determine whether outcomes are related to a particular trainee or to program characteristics.

Toward the end of this period, simple contracts are drafted between the trainees and the project specifying the objectives to be achieved during the first few weeks of counseling and training. Tentative objectives for placement at the conclusion of the project are also established. These contracts are reviewed and revised in periodic conferences with the counselors throughout the course of the project.

Two afternoons are spent in the skills training classroom and the physical education class. Two other afternoons are devoted to the discussion of job options for women and how to prepare a resume. On Friday afternoon, the project developer wraps up the orientation session.

At the close of orientation, enrollees possess an understanding of the NTO program and its goals, have tried their hands at nontraditional tasks, and have become acquainted with the other participants and the program staff. They have gained insight as to their individual needs and are cognizant of the extent to which the program can meet their needs.

Although orientation is not designed as a screening mechanism, some enrollees do choose to drop out during this period. The slot is quickly filled from the waiting list that has been established.

Many of the audiovisual materials that are utilized during orientation are borrowed from the YWCA. The Boston YWCA has an extensive collection of resource materials on women in nontraditional work that have been developed through foundation grants.

IV. CLASSROOM TRAINING

According to CETA regulations, classroom training is intended for persons who need technical skills or occupational knowledge in order to perform a specific job or group of jobs. It is helpful in cases where an employer requires that individuals already have acquired certain skills before they are hired, such as in the skilled trades. Enrollees in classroom training may receive training allowances or stipends and various supportive services to improve their employability. There is a limit on training allowances to a length of 104 weeks.

The CETA regulations also point out funding restrictions that apply to classroom training. It must be geared toward occupations in which skill shortages exist and for which there is reasonable expectation of employment. Classroom training programs are also subject to the general CETA funding restrictions that apply to all prime sponsor funded programs. These restrictions require that training last at least 2 weeks, that training not be conducted for low wage industries, and that training not be conducted in industries whose relocation has resulted in increased unemployment in the area.

There are several points of interest concerning classroom training that are worth noting to those wishing to design and operate such programs. In the past, federally funded classroom training has tended to focus on a very narrow spectrum of occupations, particularly for women. Common among course offerings have been clerical, sales, and service classroom training, all too often leading to dead-end or low-wage jobs. Possibly as a result of the occupations emphasized, graduates of classroom training have portrayed a lower job retention rate than graduates of on-the-job training programs. Because of this, many prime sponsors are reluctant to fund this type of training.

In addition, many past classroom training program operators tended to discourage flexibility of occupational training in their programs because of their investment in equipment. Often they continued to train enrollees long after local labor markets had been glutted.

Finally, for higher paid, higher skilled occupations, the length of program training is necessarily longer and the level of training allowances are often not enough to sustain an individual and family over the long term.

The NTO program is designed to address the above issues. The focus on nontraditional jobs for women is a relatively new thrust for classroom training programs. The jobs are not dead end and low paying, and the market is not saturated by women with technical knowledge in skilled areas, particularly in large cities.

Although there continues to be an immediate adverse reaction to hiring women in nontraditional areas, employers who have hired women for such jobs have attested to both the enthusiasm on the job and the high quality of work performed. Increasingly, employers are receptive to women with some experience to help them fill their affirmative action plans, and NTO has prepared groups of women to fulfill this need.

The NTO program provides a cluster training approach that offers multioccupational training in a broad range of skills in a group of related occupations. The advantage of this approach is that the enrollee is able to gain experience in several related skills and then to specialize in the occupation in which she shows the most interest or ability, or for which job opportunities are the greatest.

NTO selected the building maintenance field as the context for its initiatives because the work skills involved have high transferability to other nontraditional areas. Furthermore, industrial trainers have advised that understanding the basic principles of electricity and carpentry is a prerequisite to many nontraditional tasks.

The length of classroom training at NTO is short term. Conceivably, enrollees may be working full time at the entry level in a skilled job 16 weeks after they enter the program. The program teaches the enrollees the basics they need to know to bring them up to a competitive job-seeking level for higher paying jobs. This also enables NTO to serve a larger number of women in need.

Electricity/Mechanics, Construction
Carpentry, Plastering/Painting/Papering

NTO participants engage in hands-on practice while receiving instruction in a variety of entry level skills related to building maintenance and other nontraditional fields. The curriculum is designed to overcome the participants' fears about handling machinery and tools. Exercises and lessons of graduated complexity are provided in a supportive setting.

The senior trainer has the primary responsibility for designing the curriculum, monitoring instructional activities, and coordinating classroom training with the work experience sites. Three instructors, skilled in the areas of electricity, carpentry, and painting/plastering conduct the skill classes.

Under the supervision of the instructors, enrollees have built the classroom workshops. Part of the space NTO occupies in the YWCA facility consists of two very large rooms. In one room participants have built dividing wall partitions, complete with doorways and electrical fixtures, to separate the electricity classroom from the carpentry classroom. In one corner they built a rectangular office supply room containing a worktable, shelves, window, doorway, and electrical outlets. In the other large room the enrollees built an office and decoratively plastered the outside. Through seven floors of the YWCA, NTO participants have practiced repainting, repapering and plastering on walls and ceilings in the same way they would on the job.

For the purpose of classroom training, the women are divided into three groups. Each group spends 5 1/2 hours per week in each of the three subject areas. Although the schedule varies slightly at the beginning and end of the cycle to adapt to the enrollees' needs, from weeks 2 to 10 the three courses are held daily, Monday through Wednesday, from 10:40 A.M. to 5:00 P.M., with breaks for lunch and coffee. On Friday afternoons, from 2:00 P.M. to 5:00 P.M., optional time is scheduled when instructors are available to provide special help to enrollees who may be having particular problems in one aspect or another (see weekly schedules in Appendix IV).

Each instructor is responsible for accomplishing course objectives by utilizing whatever techniques, methods, or principles seem useful or effective. Tasks, use of examinations, and corresponding textbook assignments vary from classroom to classroom (see Appendix V, for examples of course outlines, a classroom assignment, and evaluation forms).

Occupational Fitness

NTO firmly recommends physical fitness training for successful occupational outcomes. Given the fact that most enrollees have had traditional lifestyles and jobs, they have also probably had fewer opportunities to develop body strengths. Many women have performed "heavy work" in domestic service or have stood on their feet for many hours as waitresses and sales clerks, but such efforts tend to strain rather than strengthen.

NTO's occupational fitness course has identified the particular physical demands and stresses of skilled trade occupations for which women might need special preparation. The enrollees are taught how to lift, push, pull, carry, climb, and run through specially designed exercises and group games. Neglected muscles are reactivated and endurance is strengthened. Standard exercises and games are also used to improve overall body tone and to reduce excess weight.

NTO participants engage in occupational/physical fitness development for 1 1/2 hours twice a week. They meet as a large group on Fridays from 9:00 A.M. to 10:30 A.M., and as one of three smaller groups on either Monday, Tuesday, or Wednesday from 9:00 A.M. to 10:30 A.M. (see Appendix VI).

The physical education instructor has also incorporated relaxation exercises into the program so that participants are able to ease themselves out of a strenuous workout. The relaxation exercises may be applied for both physical and emotional tensions.

The physical fitness component, to which many enrollees look forward, provides an important dimension to the Nontraditional Occupations Program. It is an aspect of employment training that is often overlooked by program operators. NTO has successfully integrated occupational fitness training into their program in order to enhance the trainees' ability to perform their jobs with the least amount of strain.

V. WORK EXPERIENCE

Work experience programs under CETA are intended to enhance the employability of persons who for various reasons have not been working in the competitive labor population. According to CETA regulations, work experience programs are to enable participants to gain actual job experience and positive work habits. Work experience programs help participants to develop occupational goals through exposure to various work opportunities. Work assignments may be with a public employer, but frequently participants are employed by private nonprofit organizations. Work experience programs in the private, for-profit sector are ineligible for CETA funding.

One of the significant features of the NTO program is the combination of work experience with classroom training. Work experience provides the participants with an opportunity to observe skilled trade tasks and functions at actual worksites and to apply learning and skills derived from their occupational and physical training. More specifically, work experience training complements the classroom instruction as reinforcement to previously learned skills, and as first-time instruction in areas that are not included in classroom curriculum, for example, plumbing, monitoring of boiler equipment, and maintenance of elevators.

NTO participants work with maintenance supervisors operating building facilities. Locations may vary from nonprofit low-rent housing complexes to creative art cooperatives to health clinics and other community development programs. Two or three trainees work with a supervisor, assisting in such tasks as replacing sockets, doors and windows; replacing plaster and papering hallways; oiling and cleaning machinery; testing fire alarm systems; or checking heating systems. Task lists are used as guides for worksite supervisors to coordinate classroom instruction with worksite experience and to evaluate competency levels of the trainees (see Appendix VII for example of task list). Although emphasis is placed on the development of skills, the trainees also gain experience in the methods of management and the coordination of maintenance services.

Another feature of NTO's work experience component is that the participants are gradually acclimated to the realities of the nontraditional working world. They are introduced to the worksite in increments: 5 hours the first 4 weeks, 10 hours the next 4 weeks, and 15 hours during the last 4 weeks. While at the worksites, the trainees are expected to adhere to the regulations of the organization to which they have been assigned. A record of trainee accomplishments while at the worksites serves as a source of information for future potential employers.

The senior trainer develops the worksites and orients the supervisors as to the purpose of the program. She works with the supervisors to design feasible but challenging tasks for the participants. All supervisors are invited to visit the NTO program and view the classroom training firsthand. Of those that visit, most are impressed by the scope and depth of training being offered, thus providing more credibility to the NTO program.

In addition to carrying out regular job responsibilities, supervisors usually need to devote time and thought to their roles if participants are to benefit. By taking time to explain a task and to guide a participant, the supervisor may have to work extra hours, or the employer may have to hire additional workers to compensate for a loss of work. NTO, therefore, has allocated $100 per participant for these factors. The employer determines how the dollars will be spent (bonus to supervisor, extra help, extra materials, for example), and reports it to NTO (see Appendix VIII for worksite agreement).

In planning and monitoring work experience, the senior trainer meets frequently with the work supervisors to identify any problems, and works with the classroom instructors on special needs that show up at the site. The trainer observes each participant at the worksite weekly, and with the supervisor, receives any requests and suggestions from the participants and/or counselors.

VI. COUNSELING AND SUPPORTIVE SERVICES

Counseling

NTO's counseling component is designed to augment the employability of the trainees. Counseling occurs both individually and in groups. Individual sessions provide an opportunity for the trainee to deal with personal lifestyle problems and concerns, and also to develop and work on a personal career plan. Group counseling offers the opportunity to develop job readiness skills in assessing oneself, understanding the world of work, finding a job, and advancing on the job.

In addition to facilitating skill development through information, guidance, and referral activities, the counselors are also liaisons between the trainees and the other components of the program. The enrollees are divided into three groups which meet for a total of 6 hours a week with one of the two counselors (see Appendix IX). The counselors meet with the enrollees once every 2 weeks on an individual basis.

NTO operates on the premise that a positive self-image and outlook add significantly to participant achievements. The counselors perform a crucial role in bringing about self-confidence among participants with respect to their abilities to handle nontraditional jobs. The counselors function as each woman's access route to all aspects of the project.

During orientation, simple contracts are drawn up by the enrollees specifying objectives to be achieved during the initial phases of the program. Individual counseling works within the framework of the contracts to provide planning and problem solving assistance to participants in implementing contract terms. The counselors have the primary responsibility for this duty; however, the project developer provides close supervision and is also responsible for providing information and contacts with the work world.

Through the contract, counselors and participants review progress and problems and determine revisions, additions, and actions to be taken. In a particular week, a participant might, through counseling, incorporate into her contract:

- calling group and family day care sponsors to find out about vacancies, cost, program, etc.;
- being punctual for classroom activities;
- reviewing and discussing various nontraditional occupations;
- asking for more help with electrical circuiting concepts; and/or
- talking with the work experience supervisor about fewer painting tasks and more repair work.

The group counseling sessions address common concerns. Over the 16 weeks, the counselors raise issues designed to assist the trainees in understanding more clearly what their responsibility is in relation to where they want to go in the working world. Group sessions focus on learning interviewing skills, identifying occupational alternatives and working conditions, engaging in an effective job search, keeping a job, and getting ahead.

The counselors work with each participant to facilitate maximum benefits from the other program components and staff. With this component, the NTO program is able to go far beyond skill training by strengthening participant abilities to deal with problems that are likely to continue after the enrollee terminates from the project.

Supportive Services

The NTO counselors assist participants in obtaining supportive services from public and private agencies. The NTO budget includes a modest amount of dollars for child care, approximately $25 per week for as long as needed. The budget supports 8 weeks of transportation, after which the enrollee must pay the cost.

Stipends are $2.56 per hour or $102.40 based on a 40-hour week. Women receiving Aid to Families with Dependent Children (AFDC) do not receive stipends, but instead receive $30 per week in addition to their regular payments.

Physical examinations are required for the program, and NTO assures that the examinations will be of no cost to the participant. In addition, during the first program weeks, serious and untended health problems of family members are identified for appropriate referrals. The counselors also help participants learn techniques and strategies for dealing with referral agencies more effectively.

VII. JOB DEVELOPMENT, PLACEMENT, AND POST-PLACEMENT

Job Development

The search for opportunities for further training and/or jobs takes place throughout the program. The staff makes extensive use of an advisory panel which was established at the onset of the program. The panel is made up of responsible representatives from the private and public employment sectors, labor unions, universities, career and vocational education institutions, and community agencies serving the target population. Advisory panel members develop strategies for reaching employers, and are encouraged to develop and/or reserve openings for participants within their own institutions and to try to interest colleagues of other firms and organizations.

In addition to the aid of the advisory panel, NTO has a brochure that is specially designed for job development (see Appendix X). It is sent by mail to the 400 largest employers in the metropolitan area and to over 800 construction companies, unions, small businesses, and others that might have job openings for NTO graduates. Addressed to the company president, the personnel director, and the affirmative action officer, the brochure describes NTO and speaks toward affirmative action goals for women and minorities. NTO offers assistance in helping employers meet their goals with NTO participants. The brochures are followed up with a phone call by the project developer and the assistant developer.

Personal visits are made by the project developer and other staff members to over 100 of the most promising employers. NTO staff also make presentations to key groups such as organizations of affirmative action officers, property management and real estate groups, personnel departments of large private companies, contractors' associations, and government agency affirmative action officers. Media representatives are invited to visit the project, resulting in the past in a TV news spot and several articles in local newspapers.

NTO uses an intensive persuasion-advocacy approach to job development similar to the "employer-persuasion-outreach" technique developed by the Minority Women Employment Program. According to this technique, jobs are developed by influencing employers' attitudes with the realization that NTO staff are familiar with laws regarding employment discrimination and that NTO is an advocate for qualified referrals.

The project developer assesses potential employers and trainers by their: (1) overall degree of interest and sincerity about training and/or hiring women in nontraditional positions; (2) current vacancies and projected openings, including job descriptions, formal and informal requirements, upward and lateral mobility potential, and social and psychological factors; and (3) future timetables for hiring and training.

Job Placement

Potential placements are identified by the project developer, other staff members and trainees. Utilizing an internal bid system, job openings are posted on the bulletin board and participants bid on them according to their interest in the position (see Appendix XI). The NTO staff members assess each participant in terms of her interests, needs, and capabilities and choose the most appropriate referrals. The selected referrals are advised of the opportunity, and, if interested, engage in the following placement-related preparations with the counselors and project developer:

- briefing on the organization and its characteristics, (history, products and/or services, personnel policies and benefits, etc.);

- tailoring resumes and descriptions of experiences to the specific job opening;

- role-playing interviews for practice in describing skills and experiences, discussing career objectives, answering problem questions, etc.;

- preparing for specific selection tests; and

- planning for interviews (physical appearance, clothing, etc.).

When appropriate, an advisory panel member will be asked by the project developer to act as advocate/resource for a participant.

After placement interviews, the project developer and evaluator will talk briefly with the participant and the interviewer to solicit their impressions, especially about those participants who are not selected. Findings provide useful feedback for future job interview preparation and also identify possible discriminatory treatment for further investigation and action by the developer. Following an interview, NTO sends a form letter to employers asking them to verify whether or not the person was hired (see Appendix XII). If she was hired, information is requested regarding the starting date and wage. If she was not hired, the employer is asked to identify the reason on the checklist provided, for example, not qualified or no openings. In addition, the employer is asked to evaluate the applicant's interview skills.

Post-Placement

The project conducts followup interviews with graduates and their supervisors approximately 16 weeks after the participant leaves the program to ascertain:

- outcome status 16 weeks after completing the program;

- problems or difficulties in placement sites;

- problems or difficulties off the job which interfere with occupational performance, and

- recommendations about the program.

These followup interviews may suggest potential placement for future graduates. A successful placement often provides additional openings in the same firm or in related firms and organizations. The project developer contacts satisfied firms for openings, referrals to other employers, and written statements of support for the project.

In addition, NTO sends newsletters to all graduates listing job possibilities and apprenticeship information. Other followup interviews are planned on a 6-month and 1-year basis.

VIII. MONITORING AND EVALUATION

The overall goal of the NTO program is to help women become more confident and skillful in carrying out nontraditional job tasks. The participants' progress is assessed from biweekly evaluation reports from the counselors and instructors, while participants evaluate the adequacy of the various components of the project every third week. The evaluation sheets (see Appendix XIII) have been designed to answer formative evaluation questions of concern to the project staff and the CETA prime sponsor. Data are collected on participant characteristics prior to their involvement with the project, and on goals and outcomes achieved. In addition, participants are assessed in biweekly individual interviews.

The program is monitored by the Boston CETA office according to procedures outlined in the CETA regulations for subcontracted programs. The women's coordinator at the CETA office keeps close contact with the NTO program and visits the program once every 2 months. NTO is required to complete monthly and quarterly reports for the prime sponsor.

APPENDIX I

BOSTON CETA/BOSTON YWCA

NONTRADITIONAL OCCUPATIONS FOR WOMEN SCREENING INTERVIEW

DATE: _____

NAME: _____
(Last) (First) (Middle)

ADDRESS: _____
(No. and Street) (City) (State) (Zip)

TELEPHONE NUMBER: _____ DATE OF BIRTH: _____ PLACE: _____

NEAREST RELATIVE OR NEIGHBOR (during the day): _____
(Name)

_____
(Address) (Telephone)

HUSBAND'S NAME: _____ DATE OF BIRTH: _____ PLACE: _____

HUSBAND'S OCCUPATION: _____ SALARY: _____

CHILDREN'S NAME* DATE OF BIRTH SCHOOL GRADE

_____

_____

_____

_____

*If more space is needed use reverse side.

INCOME: AFDC ___ WIN ___ UNEMPLOYMENT BENEFITS ___ NONE ___ OTHER ___ AMOUNT _____

WORK EXPERIENCE:

Last Job: _____ Date: _____ Salary: _____

Have you received a salary for any of the trades to be offered in the program? Yes _____ No _____

Have you helped/observed anyone working along these lines, i.e. electrical/carpentry, etc.? Yes _____ No _____

On your job, were your co-workers male? _____ female? _____ both? _____

Did you have problems working with either group? Yes _____ No _____

(If "yes," explain) _____

Were your supervisors male? _____ female? _____

Did you have problems with either group? Yes _____ No _____ (If "yes," explain) _____

_____

_____

_____

Do you prefer to work with a majority of women? _____ men? _____

Around your own home, have you used hammers/nails? Yes _____ No _____

Have you done any painting, carpentry, electrical repairs? Yes _____ No _____

Describe what kinds of things you have done alone, or helped others to do in connection with the trades to be offered by this program: _____

How did you hear about the program? _____

What were the reactions of your family and friends to your decision to enroll in this program? _____

_____

What do you think you will get out of this program? _____

_____

What did you think this program was all about when you first heard about it? _____

_____

_____

Which area of the program is your first choice? _____

second choice? _____ third choice? _____

After 16 weeks of training, what would you like to do? _____

_____

Six months from now? _____

One year from now? _____

RESTRAINTS:

Do you have any problems at home which would prevent you from coming to class every day?

Yes _____ No _____ (If "yes", explain) _____

Do you have an alternative child care plan in the event the first plan has to be cancelled?

Yes _____ No _____

During school vacations, including the summer months, what are your plans for child care? _____

_____

After completion of training, when you start working what will be the plans for child care? _____

_____

Do you plan to work full time? _____ Part time? _____

Are you interested in further training? Yes _____ No _____ Not sure _____

HEALTH:

Name of medical facility? _____

Receive Medicaid: Yes _____ No _____

Last appointment _____ Next appointment _____

Health problems of children _____

_____

TRANSPORTATION:

How will you get to class? Public transportation _____ Auto _____ Cost one way _____

SPACE FOR ANY ADDITIONAL COMMENTS:

APPENDIX II

COUNSELING ORIENTATION SCHEDULE

Second Cycle: May 2, 1977 - May 6, 1977

MONDAY May 2, 1977 — TIME: 9:00 A.M. - 12:00 P.M.

9:00 Sign in

9:15 Introduction of Staff by Project Developer

9:30 Introduction of YWCA Executive Director
Historical Overview of Nontraditional Occupations Training Program
Question and Answer Period

10:00 Program Overview - Project Developer and NTO Staff
- Procedures
- Rules and Regulations
- Schedule
- Question and Answer Period

10:30 DES Sign Up
(Individuals will leave group 2 at a time)

10:35 Introduction of Trainees
Process: Trainees pick person on their right. Each one talks about herself for approximately 5 minutes. After this they introduce each other to the group.

11:30 Introduction to Counseling - Counselors
Question and Answer Period

12:00 Lunch

TUESDAY May 3, 1977 — TIME: 10:00 A.M. - 12:00 P.M.

10:00 Overview of the Formative Evaluation
Introduction of Form A
Assign Code Numbers

10:20 Trainees fill out Orientation Questionnaire Form A

10:35 Group Discussion

11:00 Introduction to the Self-Assessment Phase
Using as a guide the attached Self-Assessment Interview Guide

WEDNESDAY May 4, 1977 TIME: 9:00 A.M. - 12:00 P.M.

9:00 Orientation Questionnaire Form B
Group Discussion (to lead into Self-Assessment)

9:45 Self-Assessment - Review of Guide - Writing Exercise

I. Interests
Freetime Activities/Hobbies
School/Work/Volunteer Experience

II. Aptitudes, Abilities, Skills

III. Life and Work Values

IV. Goals and Aspirations

10:45 Break

10:50 Group Discussion (until 12:00 P.M.)

THURSDAY May 4, 1977 TIME: 1:00 P.M. - 5:00 P.M.

1:00 Orientation Questionnaire Form C

1:15 Slide Presentation: Women in Nontraditional Work

1:30 Group Discussion of Slide Presentation

Focus: Confidence Building
Discussion of Job Options for Women

2:30 Break

2:45 Regroup for questions/concerns about program

3:15 Developing a Resume (worksite supervisors have requested one)
Introduction to Resume Writing - Counselors
Resume Writing Exercise
(until 5:00 P.M.)

FRIDAY May 6, 1977

TIME: 10:30 - 12:00
1:00 - 5:00

10:30 Orientation Questionnaire Form D

10:45 Discussion of Individual Conferences/Contracts

11:45 Question and Answer Period (until 12:00 P.M.)

1:00 Continuation of Resume Writing
Individual Conferences with those who have completed resumes - Senior Counselor

4:00 Wrap-up - Project Developer

APPENDIX III

NONTRADITIONAL OCCUPATIONS FOR WOMEN

FORMATIVE EVALUATION

Basic Questions

Baseline

Who are the trainees?
What educational and work experiences have they had prior to entering the program?
What are their feelings, thoughts, and attitudes as they enter the program?
What do they hope to get from participating in the program?

Process

What happens to trainees over the course of the project?
What experiences are presented to them in their courses, their work experience, and their counseling?
How do trainees perform in each part of the program?
How satisfied are the trainees with the various aspsects of the program?

Outcome

What happens to trainees after the project ends?
What effect does their participation in the project have on their knowledge, attitudes, and behavior?
Are outcomes related to particular trainees or program characteristics?

Basic Data Collection Instruments	When Administered
BMA - MIS Standard Reporting Form	at entry, change of status, placement
Attendance/Tardiness Records	daily
Screening Interview	once, at entry into program
Orientation Questionnaire	once, during first 2 weeks of program
Client Constraint Form	periodically during course of program
Trainee Reaction Form	biweekly
Instructor Reaction Form	biweekly
Counselor Reaction Form	biweekly
Worksite Supervisor Reaction Form	biweekly
Worksite Supervisor Questionnaire	once, at start of worksite experience

BOSTON CETA/BOSTON YWCA

NONTRADITIONAL OCCUPATIONS FOR WOMEN

ORIENTATION QUESTIONNAIRE

FORM A

TRAINEE CODE NUMBER: _____

1. Overall, how does your family feel about your being in this program dealing with nontraditional jobs for women? (Check one)

_____ They feel very positive

_____ They feel somewhat positive

_____ They feel somewhat negative

_____ They feel very negative

Briefly describe your family's reactions:

2. Overall, how do your friends feel about your being in this program dealing with nontraditional jobs for women? (Check one)

_____ They feel very positive

_____ They feel somewhat positive

_____ They feel somewhat negative

_____ They feel very negative

Briefly describe your friends' reactions:

3. How interested are you in getting more training after this program is over? (Check one)

_____ I am very interested

_____ I am somewhat interested

_____ I am not very interested

_____ I am not at all interested

Briefly explain your answer:

4. Below is a listing of goals that trainees can achieve through this program. Please check each one in terms of how important it is for you.

Very Important	Somewhat Important	Not very Important	Not important At All	
_____	_____	_____	_____	I hope to learn more about jobs that in the past have been closed to women
_____	_____	_____	_____	I hope to feel more confident working with tools and machines
_____	_____	_____	_____	I hope to have a clear idea of the job or jobs that will be interesting and satisfying to me
_____	_____	_____	_____	I hope to gain knowledge and skills that will help me in the future, regardless of the job I'll be doing
_____	_____	_____	_____	I hope to move from this program into another program that will provide me with even more training
_____	_____	_____	_____	I hope to learn more about good ways to go about looking for and finding a job
_____	_____	_____	_____	I hope to learn more about good ways to present myself in a job interview
_____	_____	_____	_____	I hope to actually get a job in an occupation that in the past has been closed to women
_____	_____	_____	_____	I hope to actually get a job, whether or not the job has been traditional or nontraditional for women
_____	_____	_____	_____	I hope to gain more confidence in myself as a person

5. In your own words, what is the most important thing that you hope to get out of being in this program? What is the next most important thing?

Most Important:

Next Most Important:

BOSTON CETA/BOSTON YWCA

NONTRADITIONAL OCCUPATIONS FOR WOMEN

ORIENTATION QUESTIONNAIRE

FORM B

TRAINEE CODE NUMBER: _____

1. Below is a list of jobs. Please check how interested you are in working in each of them.

Very Interested	Somewhat Interested	Not very Interested	Not at all Interested	
_____	_____	_____	_____	Air Conditioning, Heating, & Refrigeration Mechanic
_____	_____	_____	_____	Automobile Mechanic
_____	_____	_____	_____	Bank Teller
_____	_____	_____	_____	Bookkeeper
_____	_____	_____	_____	Carpenter
_____	_____	_____	_____	Cashier
_____	_____	_____	_____	Electrician
_____	_____	_____	_____	Hairdresser
_____	_____	_____	_____	Household Appliance Installer/Repairperson
_____	_____	_____	_____	Nursing Aide
_____	_____	_____	_____	Office Machine Repairperson
_____	_____	_____	_____	Painter
_____	_____	_____	_____	Secretary
_____	_____	_____	_____	Telephone Installer/Repairperson
_____	_____	_____	_____	Telephone Operator
_____	_____	_____	_____	Typist

What other jobs are you interested in that are not listed above?
Briefly describe what makes them interesting to you.

2. On the basis of what you know right now, how confident do you feel about being able to do the following:

Basic carpentry-related work with tools such as hammers, hand and power saws, screwdrivers, drills, sawhorses, etc.

_____ I feel very confident

_____ I feel somewhat confident

_____ I feel not very confident

_____ I feel no confidence at all

Basic electricity-related work with fuses, electrical motors, wire, pliers, electrical tape, meters, etc.

_____ I feel very confident

_____ I feel somewhat confident

_____ I feel not very confident

_____ I feel no confidence at all

Basic mechanically-related work with small machines and motors, nuts and bolts, wrenches, etc.

_____ I feel very confident

_____ I feel somewhat confident

_____ I feel not very confident

_____ I feel no confidence at all

Basic painting and plastering work with paint, spray cans, putty, scrapers, rollers, thinner, etc.

_____ I feel very confident

_____ I feel somewhat confident

_____ I feel not very confident

_____ I feel no confidence at all

In your own words, how do you feel about doing such nontraditional work as carpentry, painting, mechanics, electricity, and plastering?

3. When you hear or read about a woman who has taken a job that is not traditional for women, what is your general reaction?

_____ I feel very positive

_____ I feel somewhat positive

_____ I feel somewhat negative

_____ I feel very negative

Briefly explain your answer:

4. If you were to take a job which is usually held by a man, would you expect resentment from the men working on the job?

_____ Definitely yes

_____ Probably yes

_____ Probably not

_____ Definitely not

Briefly explain your answer:

BOSTON CETA/BOSTON YWCA

NONTRADITIONAL OCCUPATIONS FOR WOMEN

ORIENTATION QUESTIONNAIRE

FORM C

TRAINEE CODE NUMBER: _____

1. Below is a list of activities. Please check how much experience you have had engaging in each activity.

A lot of experience	Quite a bit	Not very much	No experience at all	
_____	_____	_____	_____	I have used a hand-held power saw to cut wood
_____	_____	_____	_____	I have used a pattern to make clothing
_____	_____	_____	_____	I have repaired broken dishes or glassware
_____	_____	_____	_____	I have taken apart a small motor to see how it works
_____	_____	_____	_____	I have changed the tires on a car
_____	_____	_____	_____	I have made a cake or bread from scratch
_____	_____	_____	_____	I have repaired or replaced a broken window
_____	_____	_____	_____	I have cleaned a dirty, greasy oven
_____	_____	_____	_____	I have repaired torn or ripped clothing by hand
_____	_____	_____	_____	I have read a blueprint or a technical diagram
_____	_____	_____	_____	I have built shelves or a shelving system
_____	_____	_____	_____	I have used a complicated recipe to make a special meal
_____	_____	_____	_____	I have used a sewing machine to make clothing
_____	_____	_____	_____	I have operated a movie or slide projector
_____	_____	_____	_____	I have put weatherstripping around a door or window
_____	_____	_____	_____	I have cleaned and maintained small household appliances

What other activities have you engaged in? Which have you liked and which have you disliked?

Activities I have liked:

Activities I have disliked:

2. Think back to one year ago. Regardless of the job you were working in--or whether you were working at all-- what was your job goal? That is, what was the one job that you wanted to be working in?

What made this job interesting to you?

3. Based on what you know right now about yourself and the job market, what is your present job goal? That is, what is the one job that you would like to be working in?

What makes this job interesting to you?

APPENDIX IV

WEEKLY SCHEDULING

Week 1

C=Counseling E=Electricity Cp=Carpentry pp=Painting/Papering/Plastering Ws=Worksite PE=Physical Education

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00	I II III C C C	I II III PE PE PE	I II III C C C	I II III Ws Ws Ws	I II III PE PE PE
10:00		I II III C C C			
11:00					I II III C C C
12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00	I II III E Cp pp	I II III pp E Cp	I II III Cp pp E	I II III C C C	I II III C C C
2:00					
3:00					
4:00					

Appendix IV (continued)

Weeks 2-10

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00	I II III C PE C	I II III PE C C	I II III C C PE	I II III Ws Ws Ws	I II III PE PE PE
10:00					
11:00	I II III E Cp pp	I II III pp E Cp	I II III Cp pp E		I II III C C C
12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00	I II III E Cp pp	I II III pp E Cp	I II III Cp pp E	I II III Ws Ws Ws	I II III C C C
2:00					OPTION
3:00					
4:00					

Appendix IV (continued)

Weeks 11-14

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00	I II III PE C C	I II III C PE PE	I II III PE PE PE	I II III Ws Ws Ws	I II III Ws Ws Ws
10:00					
	I II E Cp	I II E Cp	I II III C C C		
11:00					
12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00	I II E Cp	I II E Cp	I II III C C C	I II III Ws Ws Ws	I II III Ws Ws Ws
2:00			OPTION		
3:00					
4:00					

Appendix IV (continued)

Weeks 15-16

All Groups	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00	TUTORING	TUTORING	TUTORING	TUTORING	TUTORING
10:00					
11:00					
12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00	PLACEMENT	PLACEMENT	PLACEMENT	PLACEMENT	PLACEMENT
2:00					
3:00					
4:00					

APPENDIX V

COURSE OUTLINE

ELECTRICITY

I. Basic Electrical Theory

- A. Fundamental Concepts
- B. Three Primary Circuit Elements
- C. Electrical Power and Energy
- D. Circuits
  1. Simple
  2. Series
  3. Parallel

II. Safety Information

- A. Rules and Precautions
- B. Electric Shock
- C. Proper Clothing
- D. Tool Grounding

III. Tools and Equipment

- A. Identification of Tools
- B. Use of Tools
- C. Use of Meters, Voltage Testers, Continuity Test

IV. Electrical Plans and Symbols

V. Electrical Connections

- A. Preparing the Wire
- B. Splices
  1. Pigtail
  2. Western Union
  3. Tee

C. Taping Splices
D. Solderless Connecting

VI. Constructing a Simple Circuit

A. Identification of Circuit, Conductors, Insulators
B. Trace Flow of Electricity
C. Intro. Basic Electrical Color Codes
D. Describe Series and Parallel Circuit

VII. Methods of Wiring - Non Metallic and Sheathed Cable

A. Application
B. Requirements
C. Connectors
D. Extensions

VIII. Methods of Wiring Conduit

A. Conduit Materials

1. Types of Conduit

a. Rigid
b. E.M.T.
c. FIexible

2. Elbows
3. Couplings
4. Brushings and Locks
5. Connectors

B. Fittings
C. Outlet Boxes and Covers
D. Extension Rings
E. Fastening Devices
F. Anchoring Devices
G. Wire Capacity

H. Methods of Wiring

1. Regular
2. Thin Wall

I. Fishing

IX. Installation of Electrical Hardware (Lighting Outlets and Switches)

A. Explain Purpose of Electrical Boxes
B. Demonstrate Simple Box Connection
C. Installation of Switches and Lights
D. Bell Wiring

1. Buzzer Lock

E. Intercoms

X. Electrical Motor Repair

A. Disassembly
B. Checking Problems and Repair
C. Cleaning, Oiling, etc.

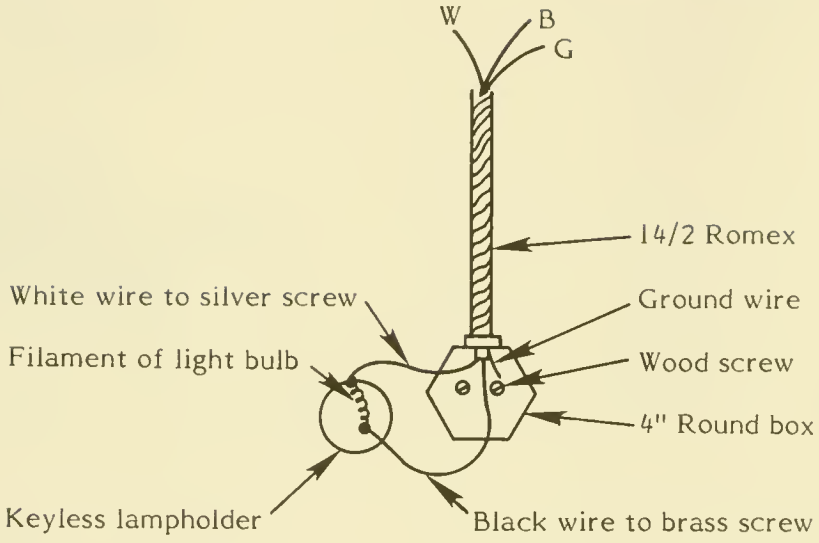
Objective: Trainee will be able to trace the flow of electricity from the power source through the light, back through the neutral wire.

Trainee will be able to install electrical boxes, wires and other equipment, using the proper tools.

Materials:
20" of 14/2 Romex
1 - 4" round box
2 - #10, 3/4" roundhead wood screws
1 - Romex connector
1 - keyless lampholder
1 - 60 watt light bulb
2 - 8/32 1" roundhead machine screws

Tools
Screwdriver
Rule
Sidecutting pliers
Awl
Level
Romex stripper
6 in 1 tool
Pencil
Long nose pliers

DIAGRAM


W
B
G
14/2 Romex
White wire to silver screw
Ground wire
Filament of light bulb
Wood screw
4" Round box
Keyless lampholder
Black wire to brass screw

Procedure:

1. Mount the 4" box, using the wood screws, into the wall. Make sure the box is level.
2. Knock out the KO's (knockouts) at the top and bottom of the box.
3. Install Romex connector into the top hole.
4. Strip the insulation from the 14/2 Romex approximately 6"-8" long at both ends.
5. Insert one end of the wire into the box exposing 1/4" of insulation inside of the box and tighten screws on the connector.
6. Strip 1" of insulation from the black and white wires at both ends of the Romex.
7. Using the long nose pliers, make a half loop at the end of the wires in the box (white, black, copper).
8. Slightly loosen wood screw holding the box and attach the ground wire (copper wire) in a clockwise direction. Retighten the screw.
9. Connect the other two wires, in a clockwise direction to the appropriate terminals on the keyless lampholder (black to brass colored screw; white to silver colored screw).
10. Bend the excess wires so that they fit neatly into the box.
11. Using two 8/32 screws, attach keyless lampholder to the box.
12. Screw the light bulb into the socket.
13. Attach other end of the Romex to the power source (black to the colored terminal, white to the white terminal) and tighten.
14. Insert fuse into lampholder at the top of the board and turn on the switch. The bulb should light up.

Ask the instructor to check your work.

Evaluation:

Make a schematic wiring diagram of the above installation. Also make a stock list of all tools and materials used.

Electrical

Trainee: _____ Instructor/Supervisor: _____

Tools	Unsatisfactory	Satisfactory	Good
Slip joint pliers	____	____	____
Side cutting pliers	____	____	____
Diagonal pliers	____	____	____
Long nose pliers	____	____	____
Pipe wrenches	____	____	____
Adjustable wrench	____	____	____
Electrician's hammer	____	____	____
Hand brace	____	____	____
Skinning knife	____	____	____
Chisel (cold)	____	____	____
Hacksaw	____	____	____
Keyhole saw	____	____	____
Regular screwdriver	____	____	____
Phillips screwdriver	____	____	____
Folding rule	____	____	____
Torpedo level	____	____	____
6 in 1 tool	____	____	____
Cable ripper	____	____	____
Wire gauge	____	____	____
Fuse pullers	____	____	____
Voltage tester	____	____	____
Scratch awl	____	____	____
EMT bender	____	____	____
Socket wrench	____	____	____
1/2" electric drill	____	____	____

Electrical

Trainee: _____ Instructor/Supervisor: _____

Tasks	Unsatisfactory	Satisfactory	Good
Trace a circuit	____	____	____
Repair a short circuit	____	____	____
Replace a fuse	____	____	____
Restart a circuit breaker	____	____	____
Read electrical meters	____	____	____
Monitor boiler equipment	____	____	____
Repair door bell system	____	____	____
Repair small electrical motors	____	____	____
Splice wires: (a) western union	____	____	____
(b) T or Tap	____	____	____
(c) Pig tail	____	____	____
Use solderless connectors:			
(a) wire nuts	____	____	____
(b) lugs	____	____	____
(c) birneys	____	____	____
(d) stapons	____	____	____
Replace a male plug	____	____	____
Strip wires using wire strippers	____	____	____
Strip wire ends connect split bolt and insulate	____	____	____
Determine wire color coding	____	____	____
Connect wire to fixture	____	____	____
Run EMT 1/2" circuit of one light and 3 pole switch	____	____	____
EMT 1/2" circuit of 2 lights controlled by S1 switch	____	____	____
Run EMT 1/2" circuit of 2 lights controlled by double switch	____	____	____
Run 20A circuit for heater	____	____	____
Fish cable from concealed point to point	____	____	____
Fish wires through molded raceway	____	____	____
Install wire in pipe	____	____	____
Strip and install terminal connectors	____	____	____
Install a light switch	____	____	____
Replace a light switch	____	____	____

Appendix V (continued)

Electrical

Tasks	Unsatisfactory	Satisfactory	Good
Install a receptacle (wall outlet)	____	____	____
Replace a receptacle	____	____	____
Convert wall outlet to grounded circuit	____	____	____
Install incandescent light fixture (ceiling)	____	____	____
Install incandescent light fixture (wall)	____	____	____
Install fluorescent light fixture	____	____	____
Repair ballast and starter on fluorescent light	____	____	____

APPENDIX VI

OCCUPATIONAL FITNESS

Weeks 1, 2, 3

I. Overall Physical Conditioning Exercises lasting the full 1 1/2 hours. These are designed to produce strength, flexibility, correct body alignment, and general body awareness for proper exercise and movement habits.

A. Cardio-vascular Exercise for Preliminary Body Warm-up and Stamina

1. Jogging

B. Exercise for Spine Flexibility and Back Strength

1. Neck rolls - spine rolls; toe touch
2. Torso stretch upward; flat back; toe touch
3. Side stretch; flat back; head to knee
4. Torso twists

C. Exercises for Leg/Hip Flexibility and Abdominal Strength

1. 16 series of stretches on floor
2. Sit-ups
3. The bridge
4. Feet over head
5. Shoulder stand
6. Cobra
7. Upper back arch
8. Leg lifts lying on back
9. Partnering leg stretch
10. 4th position circle on floor
11. Lion pose leg lifts to side and back

D. Exercises for Leg Strength

1. Knee bends pressing up to toes
2. Jumps
3. Hops
4. Running in place
5. Side lunge
6. Back lunge

E. Exercises for Arm Strength and Shoulder Flexibility

1. Shoulder rolls
2. Arm rolls
3. Push-ups

II. Relaxation Exercises - designed to relax body of muscular tensions developed after strenuous workout.

A. Body awareness exercises on floor
B. Massage circle

Weeks 4, 5, 6

I. Overall Physical Conditioning Exercises Routine lasting 1 hour and 10 minutes. These exercises are designed to increase overall physical fitness. This routine will contain more difficult variations on previous weeks exercises.

II. Instruction and practice in proper ways to:
(a) push and pull; (b) reach and stoop; (c) carry heavy objects

This will take place during the last 20 minutes of class:

A. Week 4 pushing and pulling
B. Week 5 reaching and stooping
C. Week 6 carrying heavy objects

III. Short Relaxation Exercise - 5 minutes.

Weeks 6 - 12

I. Condensed Overall Physical Conditioning Routines containing essential exercises to maintain achieved level of physical fitness. This will last 45 minutes.

A. Exercises for Spine Flexibility and Back Strength

1. Neck rolls - spine rolls
2. Torso stretch upward; flat back; toe touch
3. Side stretch; flat back; knee to head
4. Arch back
5. Torso twists

B. Exercises for Leg/Hip Flexibility, Abdominal Strength

1. 16 series with flat back
2. Sit-ups
3. Advanced bridge
4. Feet over head
5. Upper back arch, roll down
6. Lion pose leg lifts

C. Exercises for Leg Strength

1. Knee bends pressing up to toes
2. Jumps
3. Hops
4. Side and back lunges

D. Exercises for Shoulder and Arm Strength

1. Shoulder rolls
2. Arm rolls
3. Push-ups

E. Cardio-vascular Exercise

1. Running in place

II. Relaxation Exercise - 5 minutes

III. Review on Methods of Pushing-Pulling, Stooping, and Carrying - 10 minutes

APPENDIX VII

ELECTRICAL TASKS

1. Splice wires: western union; T or Tap; pig tail
2. Use solderless connector: wire nuts; lugs; birneys; stapons
3. Replace a male plug
4. Strip wires using wire strippers
5. Strip wire ends connect split bolt and insulate
6. Determine wire color coding
7. Connect wire to fixture
8. Run EMT 1/2" circuit of one light and 3 pole switch
9. Run EMT 1/2" circuit of two lights controlled by SI switch
10. Run EMT 1/2" circuit of two lights controlled by double switch
11. Run 20 A circuit for heater
12. Fish cable from concealed point to point
13. Fish wires through molded raceway
14. Install wire in pipe
15. Strip and install terminal connectors
16. Install a light switch
17. Replace a light switch
18. Install a receptacle (wall outlet)
19. Replace a receptacle
20. Convert wall outlet to grounded circuit
21. Install incandescent light fixture (ceiling)
22. Install incandescent light fixture (wall)
23. Install fluorescent light fixture
24. Repair ballast and starter on fluorescent light
25. Analyze the capacity of a circuit using voltage tester
26. Trace a circuit
27. Repair a short circuit
28. Replace a fuse and/or restart circuit breaker
29. Read electrical meters
30. Monitor boiler equipment
31. Repair door bell system
32. Repair small electrical motors

TOOLS

1. slip joint pliers
2. side cutting pliers
3. diagonal pliers
4. long nose pliers
5. pipe wrenches
6. adjustable wrench
7. electrician's hammer
8. hand brace
9. skinning knife
10. chisel
11. hacksaw
12. keyhole saw
13. regular screwdriver
14. phillips screwdriver
15. folding rule
16. torpedo level
17. 6 in 1 tool
18. cable ripper
19. wire gauge
20. fuse pullers
21. voltage tester
22. scratch awl
23. EMT bender
24. socket wrench
25. 1/2" electric drill

APPENDIX VIII

WORKSITE AGREEMENT

Thank you for your participation in the Nontraditional Occupations Program for Women (NTO). The specifications of the agreement with the program are as follows:

1. _____ will provide worksite experience in building maintenance with emphasis on repair related to carpentry, electricity, and painting/plastering for _____ trainees. Each trainee will receive supervision for a total of 132 hours over a four-month period from the week of _____ through the week of _____.

2. The Boston YWCA provides liability insurance coverage for injuries that occur to the trainees while receiving work experience provided such injury is not the result of any negligence on the part of the worksite. Written notification must be made by the worksite to the NTO Project Director and the Boston YWCA Business Manager within 48 hours of injury to provide for such coverage.

3. The trainee can be withdrawn at any time from the worksite if deemed necessary by the worksite and/or program staff.

4. Maintenance supervisors and/or their supervisors will participate in review sessions with NTO project staff at mutually agreeable times.

5. Maintenance supervisors will complete attendance sheets and written evaluations of trainee progress.

The Nontraditional Occupations Training Program will provide payment directly to the organization at the rate of $100.00 per trainee at the completion of the trainee's worksite experience. If the trainee is withdrawn from the worksite before the end of the program, payment will be made on a prorated basis for the actual time spent at the worksite.
Please specify how this payment will be used:

$_____ Purchase of equipment or materials utilized in worksite training

$_____ Payment to worksite supervisors

$_____ Other:

Please return signed agreement to Project Developer, Nontraditional Occupations Program for Women, Boston YWCA, 140 Clarendon Street, Boston 02216

_____ Organization

_____ Name

_____ Title

_____ Date

APPENDIX IX

COUNSELING COMPONENT

The Nontraditional Occupations for Women Counseling Component is designed to enhance the employability of the trainees in nontraditional jobs. Individual sessions provide an opportunity for the trainee to deal with personal life-style problems and concerns as well as to develop and work on a personal career plan. Group counseling offers the opportunity to develop job readiness skills in assessing self, understanding the world of work, finding a job and advancing on the job.

The Nontraditional Occupations counselors facilitate skill development through information, guidance, and referral activities, and are the liaisons between the trainees and all other components of the program.

The following outlines the purpose and objectives for each week of the 16-week program.

WEEK 1 ORIENTATION

PURPOSE: to acquaint trainees with all facets of the Nontraditional Occupations for Women Training Program, to identify individual career-related constraints, and to begin activities which lead to strengthening group cohesions.

OBJECTIVES: Upon completion of the Orientation Session, trainees will be able to:

- understand the program and its goals
- assess their individual needs and evaluate to what extent the program can meet them
- become acquainted with other group members and program staff
- draft a resume for worksite supervisors

WEEK 2 SELF-ASSESSMENT
WEEK 3

PURPOSE: to help trainees identify and evaluate their personality characteristics, background, values, goals, aptitudes, skills, and interests in order to begin to develop a career plan for employment in a nontraditional area.

OBJECTIVES: Upon completion of this activity trainees will be able to:

- assess and describe her aptitudes, skills, goals, and values (test scores, inventories, and assessments)

- understand more clearly who she is in relationship to where she hopes to go in the working world

- begin to formulate career goals that are consistent with data collected about herself from carrying out self-assessment exercises

- identify and explain the steps involved in the decision-making process

- present herself in a 3-minute videotaped presentation entitled, "Who Am I?" and react positively to constructive feedback from the group

WEEK 4
WEEK 5 RESEARCH AND RESOURCE DEVELOPMENT

PURPOSE: to assist trainees in strengthening research and interviewing skills by becoming involved in developing resources and compiling a resource directory.

OBJECTIVES: At the end of this activity trainees will be able to:

- interview one or several persons by phone and in person to collect information on a particular resource

- record collected data accurately and completely

- share information by assisting in preparing a resource directory for trainee use

WEEK 6
WEEK 7 EXPLORING THE WORLD OF WORK

PURPOSE: to broaden trainees' knowledge of the world of work and to provide them with skills necessary for identifying, examining and choosing among occupational alternatives.

OBJECTIVES: At the end of these sessions trainees will be able to:

- identify resource material and places where they can find occupational information
- classify occupations according to families or clusters
- perform job analyses which will help them make intelligent vocational choices
- identify and describe a variety of nontraditional job options
- identify human resources who can provide information on women working in nontraditional fields or are themselves role models
- describe working conditions at various worksites
- describe what they have discovered and translate into occupational goals

WEEK 8 THE JOB SEARCH
WEEK 9

PURPOSE: this unit provides the trainee with the knowledge and skills required to plan for an engage in the principal activities necessary for an effective job search.

OBJECTIVES: Upon completion of this unit trainees will be able to:

- describe the steps in the job search process
- describe their personal characteristics, experiences, and qualifications in the following formats: a resume, a letter of application, a standard application form and a personal data sheet (initial resume will be updated)
- describe the major sources of job-finding assistance
- contact two or more sources of job-finding assistance for purposes of finding out about available jobs, registering for employment, or applying for a job

- complete and maintain a personal log of job search activities and results

WEEK 10 THE JOB INTERVIEW
WEEK 11
WEEK 12

PURPOSE: to provide trainees with the knowledge and skills necessary for presenting themselves positively in a typical employment interview.

OBJECTIVES: Upon completion of these activities, trainees will be able to:

- state clearly the importance and relevance of the job interview in the hiring process
- know what to expect in a typical interview
- respond effectively to questions concerning job objectives, work history, personal life, and education
- identify and describe a variety of verbal and nonverbal behaviors that are almost always perceived as negative by interviewers
- demonstrate an effective alternative to the negative behaviors
- identify, describe, and demonstrate a variety of verbal and nonverbal behaviors that are almost always perceived as positive by interviewers
- complete simulated employment interviews with the use of videotape and receive feedback from other trainees
- be exposed to interviewers from area businesses who will conduct mock interviews

WEEK 13 KEEPING A JOB AND GETTING AHEAD

PURPOSE: to provide trainees with knowledge and skills necessary for maintaining a positive working relationship once on the job.

OBJECTIVES: At the end of this activity trainees will be able to:

- identify major positive and negative worker attitudes and behaviors that will affect them on the job

- describe their level of competency on a checklist describing specific worker attitudes, behaviors, and skills

- role play situations that will enhance trainee's ability to keep a job

WEEK 14 REVIEW

PURPOSE: to help trainees begin to tie up counseling activities by reviewing and completing exercises that have not been completed.

WEEK 15 PLACEMENT WEEKS
WEEK 16

PURPOSE: trainees will have an opportunity to bid internally for jobs which will be posted for this purpose. Interviews will be scheduled by program staff and trainees will be involved in independent job search activities.

OBJECTIVES: Upon completion of these activities trainees will be able to:

- secure employment or educational placements consistent with their needs and interests in the nontraditional area

APPENDIX X

NTO BROCHURE

You can help satisfy
Affirmative Action requirements.

And at the same time acquire able, determined, well-trained and highly motivated workers.

CALL US.

IF YOU DON'T, WE'LL CALL YOU.

VIVIAN GUILFOY
PROGRAM DEVELOPER
NONTRADITIONAL OCCUPATIONS FOR WOMEN
BOSTON YWCA
140 CLARENDON STREET, BOSTON, MA. 02116
536-2169

WE GOT THE MESSAGE.

MOST LABOR MARKET ANALYSTS AGREE THAT WOMEN WILL REMAIN OCCUPATIONALLY DISADVANTAGED UNTIL THEY MOVE OUT OF TRADITIONAL FEMALE FIELDS AND COMPETE FOR HITHERTO MALE JOBS."

-- CONFERENCE BOARD
1976 REPORT

(A mountain of government and industry statistics supports this conclusion. Put simply, it overwhelmingly indicates that women are working fulltime in ever greater numbers but remain at the bottom of the earnings ladder in low-paying, dead-end jobs in "traditional" female fields.)

CALL US (536-2169)
IF YOU HAVE
ENTRY-LEVEL JOBS
REQUIRING BASIC SKILLS,
JOBS LIKE:

trade helper:
electrician's, painter's, plasterer's, carpenter's

apprentice/trainee:
welder, burner, pipe fitter, crane operator,
machinist, sheet metal worker, HVAC worker,
auto mechanic

alarm system installer
machine operator
renovation/rehab worker
building and grounds keeper
building or plant maintenance person
bus/truck driver
appliance repair helper
freight car repair person
railroad track person

AND MANY, MANY MORE

→ The women are trained for a wide range of jobs -- entry-level jobs in any area that requires nontraditional skills.

THESE ARE SOME OF THE THINGS THE CLASS OF AUGUST '77 CAN DO:

Splice/strip wires; strip/install connector; install/replace light switch and wall outlet; install incandescent light fixture; analyze capacity of circuit with voltage tester; trace and repair circuit; read electrical meter; monitor boiler equipment; repair doorbell system; repair small electrical motor.

Make and repair joint; repair furniture; construct wall partition, floor frame, exterior wall; construct wall-mounted, corner, and free-standing shelves, rehang door and install hardware; install/repair window unit; construct concrete form for sidewalk.

Repair hole in wall; repair damaged ceiling; prepare, seal, and paint wall; varnish and shellac floor; hang wallpaper; install new wall using dry wall or plaster.

Rewasher kitchen faucet; clean clogged drain; replace leaking slip joint; replace parts in flush tank; repair a leaky copper pipe.

Get to work on time
Follow instructions
Use hand and power tools
Take instructions from male supervisors
Work well as part of a group

THAT'S WHY WE'VE BEEN TRAINING WOMEN FOR NONTRADITIONAL OCCUPATIONS.

TRAINING THEM THROUGH:

1.
classroom instruction in electricity, construction carpentry, painting, papering and plastering

2.
supervised work experience at real jobsites

3.
occupational fitness:
exercises and instruction in lifting, pulling, carrying, climbing

4.
career development
counseling for work in nontraditional areas

AND SO DID SOME EMPLOYER

83% OF OUR CLASS OF APRIL '77 ARE NOW WORKING IN NONTRADITIONAL JOBS. TO MENTION A FEW:

- A WELDER TRAINEE IN A SHIPYARD
- MAINTENANCE REPAIRPERSONS WITH AN URBAN PROPERTY MAINTENANCE GROUP
- FREIGHT CAR REPAIRPERSONS AND A SIGNAL HELPER ON A RAILROAD
- RENOVATION REHABILITATION HELPER IN A LARGE NON-PROFIT COMMUNITY ORGANIZATION
- CARPENTER HELPER - SMALL PRIVATE CONTRACTOR
- BUILDING MAINTENANCE WORKER - AIRPORT FACILITY

→ AVERAGE WAGE - $4.43

AND NOW WE'D LIKE TO INTRODUCE THE CLASS OF AUGUST '77

→

APPENDIX XI

IDENTIFYING AND POSTING JOBS

General Procedures

1. When NTO staff members learn about a job possibility, they transfer the information immediately to the JOB POSSIBILITY FORM--completing all categories on the form if possible--and attaching any descriptive information about the job or company.

   NOTE: Job possibilities generally fall into one of three categories:

   - Actual position to be filled
   - Applications being accepted; no jobs open at present
   - Actual opening--specific information to be supplied by another employment agency, group (e.g., RTP, Third World, DES, other)

2. Give completed Job Possibility Form to developer assistant to number the job, type it, and post it as follows:

   - Original in counselor's office (with contact person, telephone number)
   - Copy in NTO classroom (contact person and telephone number omitted)
   - One on file

3. Trainees review job posting daily, sign up immediately on the sign-up sheet, and alert their counselors about deadlines. (See Sign-Up Sheet attached.)

4. All staff review each job posted and Trainee Sign-Up Sheet. Then they:

   - Write recommendations for those trainees who have signed up and/or suggest other trainees for the job (in writing on the Trainee Recommendation Form posted below each Job Possibility Form in the counselor's office).
   - Suggest "preparation activities" for certain jobs including coaching in the subject matter, mock interviews, etc.

5. Counselors request specific additional information or assistance from staff regarding individual trainees or seek additional information from a job contract if needed.

6. Counselors and/or staff meet with trainees and prepare them (application, resume, interview, coaching, etc.). Counselor schedules interviews, prepares BMA official forms.

7. Counselors meet weekly with project developer to review process and outcomes by job and by trainee (see attached Job Review Sheet).

Appendix XI (continued)

MEMORANDUM

TO: NTO Trainees

FROM: The Counseling Staff

RE: Placement Weeks: April 11-15 and April 18-22

Job placement activities will escalate during these last two weeks of the program. The following is a list of assignments and guidelines that we ask you to do and follow.

1. Read Want Ads in Sunday and daily newspapers. Make a list on the Employers Form of places where you want to go for interviews (name, address, telephone). Also share opportunities with other trainees--this can be done by posting them on the bulletin board in the Social Room.

2. Report all job hunting activity, utilizing the methods outlined below:

   A. Schedule appointments with employers.

   B. Sign up on the Master List posted on bulletin board in Social Room.

   C. After you complete an interview, fill out the results section of the forms and return the forms to your counselor every day. (Program staff will be sending out follow-up forms to all employers you contact to ascertain information on your status.)

3. Check for new job possibilities in the classroom and sign up for them.

4. Report to the "Y" each morning unless your counselor is informed that you have an early appointment.

5. A DES representative will begin to work on job placement on 4/8/77. He will see each trainee individually. (See attached schedule.) It will be your responsibility to check with him regarding job possibilities.

There will be some group activities scheduled during this time. Most will be voluntary. Additional information will be forthcoming.

LET'S ALL WORK TOGETHER FOR 100% PLACEMENTS.

Thanks for your cooperation.

Appendix XI (continued)

No. _____

Date _____

JOB POSSIBILITY

JOB TITLE:

EMPLOYER:

ADDRESS:

PHONE NUMBER:

CONTACT FOR THIS JOB:

JOB DESCRIPTION:

QUALIFICATIONS:

NUMBER OF OPENINGS AVAILABLE:

SALARY: MINIMUM: MAXIMUM:

HOURS:

SPECIAL REQUIREMENTS:

DEADLINE FOR APPLICATION:

OTHER COMMENTS:

APPENDIX XII

Nontraditional Occupations for Women
Boston YWCA
140 Clarendon Street
Boston, Massachusetts 02116
536-2169

Dear

The Nontraditional Occupations (NTO) Project is a federally-funded training program designed to help low-income urban women acquire confidence and competence in skills that have traditionally been reserved only for men in our society.

This letter is to introduce one of the participants in the NTO Project. Her name and the date of the interview appear on the enclosed form. Would you please take a minute or two to assist us in our follow-up efforts by completing the form and returning it to us by mail when a decision has been made.

As you can see, the form is pretty self-explanatory. If you decided to hire the person, please indicate so and write in the starting date and salary/wage. If you decided not to hire the person, please indicate so and check off the reason (or reasons) for your decision. Finally, would you please give us your evaluation of the effectiveness with which the person presented herself and her qualifications during the interview.

Thank you very much for your assistance. If you have any questions at all about this procedure, or if you have any further information you would like to share with us, please don't hestiate to call me or the senior counselor at (617) 536-2169. Thanks again!

Cordially,

Project Developer

Name of Applicant: _____ Interview date: _____

Job Applied for: _____

Company or Firm: _____

Interviewed by: _____

Decision (Check One)

Hired

Starting Salary _____

Starting Date _____

Not Hired

Check reason(s) for not hiring

_____ Not qualified

_____ No openings at present

_____ Poor presentation of candidate during interview

_____ Other (specify)

Overall, how effectively did the person present her skills and qualifications during the interview?

_____ Very effectively _____ Somewhat effectively

_____ Not very effectively _____ Not at all effectively

APPENDIX XIII

FINAL TRAINEE REACTION FORM

CODE NUMBER _____

1. The overall goal of the NTO project is to help women become more confident and skillful in carrying out nontraditional tasks. In terms of your own experience with the project, has this goal been achieved?

_____ Definitely yes

_____ Somewhat yes

_____ Somewhat no

_____ Definitely no

Please explain your answer:

2. In your own words, what is the most important thing you have gotten out of this program? What is the next most important thing? Please answer as fully as you can.

Most important:

Next most important:

3. Based on what you know right now about yourself and the job market, what is your present job goal? That is, what is the one job you would most like to be working in?

Please explain your answer:

4. Based on your experiences so far, if you were to take a job which is usually held by a man, would you expect resentment from the men working on the job?

_____ Definitely yes

_____ Probably yes

_____ Probably not

_____ Definitely not

Briefly explain your answer:

5. Now that the program is almost over, how interested are you in getting more training? (Check One)

_____ I am very interested

_____ I am somewhat interested

_____ I am not very interested

_____ I am not at all interested

Briefly explain your answer: (why you are or are not interested; what kind of training if you are interested; etc.)

6. In what ways do you think the program could be changed and improved for the next group of trainees? Please answer as fully as you can.

CODE NO. _____

DUE _____

END OF PROJECT REACTION FORM

Thinking back over the entire period, how satisfied have you been with the following areas of the program? Please answer in terms of how you feel overall, rather than how you have felt at any particular time.

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Please explain your answer below. Also, add any other comments that you would like to make. Use the other side if necessary.
COUNSELING					
WORKSITE EXPERIENCE					
PHYSICAL EDUCATION					
CARPENTRY					
ELECTRICITY					
PAINTING, PLASTERING, & PAPERING					

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